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of twenty months' effective service; he argues that Mlle. Joteyko has unduly narrowed the concept of training, and has overlooked the economic position and importance of the army.

The book opens with a chapter upon physical training, and its distinction from psychological. M. Fastrez then proceeds to outline the course of physical (including professional) training imparted to recruits and to appraise its results. He passes to the question of the psychological training of the soldier, and makes out a strong case for his side, mainly by reference to the events of the Russo-Japanese war. The psychological training which the recruit receives during his twenty months with the colors must be supplemented by similar training in the family, in the schools, and from the social environment at large.

M. Fastrez is thus led to consider the economic rôle of the army in the modern state. He points out, with especial reference to the history of Rome, the part played in the economic development of the ancient world by the peculiar circumstances of the military class, and declares that there is a close agreement, to-day, between the qualities of the trained combatant and the qualities of the economic worker. He shows that the maintenance of an army, as organ of defence, is implied in the struggle that pervades all nature, and particularly in the economic war that has come with the lessening of world-distances and the spread of imperialism. He ends with a paragraph on the resulting danger to small nations, which cannot afford to neglect any means for obtaining full returns, social, economic and 'energetic,' from the armed group of their populations. An appendix criticises, unfavorably, the outcome of the experiment recently made in England by Colonel Pollock and his 'Spectator' company.

M. W. WISEMAN.

The Methods and Scope of Genetics, by W. BATESON. University Press, Cambridge, 1908. 49 p.

This address is a simplified statement of the theory of heredity as it has evolved in recent years under the influence of Mendelism, which has shed new light on the general thesis that everything that lives is not one thing but two, double throughout in every part of its composition. It teaches that we are assemblages or medleys of our parental characteristics, and establishes a law as to the prepotence of each of the moieties of heredity that come to us from the two parents. "If both parent-gametes brought a certain quality in, then all the daughter-gametes have it; if neither brought it in, then none of the daughter-gametes have it; if it came from one side and not from the other, then on an average in half the resulting gametes it will be present, and from half it will be absent." This last phenomenon, which is called "segregation," constitutes the essence of Mendel's discovery. The rest of the lecture gives a rapid, popular sketch of many special studies upon plants, animals and men that illustrate these general laws, which for the first time have given to variation and reversion a concrete and palpable meaning. "The time for discussing evolution as a problem at large is closed. We face that problem now as one soluble by minute, critical analysis." Variation is a definite, physiological event, viz.: the addition or omission of one or more definite elements; and reversion is that particular addition or subtraction which brings the total of the elements back to something it had been before in the history of the race.

Heredity, Variation, and Evolution in Protozoa, II, by H. S. JENNINGS. Reprint from Proceedings of the American Philosophical Society, Vol. XLVII, No. 190, 1908, pp. 393-546.

The author, who has made valuable contributions to the psychology